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MOTIVATION AND KOREAN LEARNERS

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Abstract

With the growing popularity of learning English as a foreign language in Korea, there appears to be a substantial degree of social and peer pressure for adults to learn or improve their language skills. However, there also appears to be indications that many learners do not seem to have any clear aims or goals in language learning, other than to perhaps, socialize and make new social connections. This study examines this phenomenon by focusing on the affects of attitude and motivation among learners in a monolingual EFL classroom. Research in this area has burgeoned over recent decades, although little attention has been paid to the notion of studying English for no specified, or obvious reasons. This study attempts to redress that balance by examining a group of learners who appear to exhibit these learning idiosyncrasies, by focusing on socio-psychological factors, motivational orientations, and the evidence for the apparent lack of learner goals and ambiguous learning.

Results of the study indicate that although many of the participants do reveal a lack of easily identifiable aims and goals, other considerations such as local social integrative factors, self-efficacy, and personal feelings of security, are important considerations in a language learning context. These factors may foster or hinder a positive learning attitude. However, there were no conclusive indications that a positive attitude necessarily signifies a higher degree of learner motivation. The findings imply that personal and social needs, as well as multi-faceted variables in relation to aims and goals, are important affective aspects of how language learning is perceived and managed by the learner.

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Chapter 1: INTRODUCTION

In this chapter I will look at the language learning situation and the issues to be investigated. The introduction will be concluded with a brief look at the outlines of the following chapters.

1.1 Background issues

In the complex and variable field of language learning, a plethora of research has investigated and documented factors relating to learner' motivation in second language acquisition. Gardner & Lambert (1959) were one of the main instigators of this and focused much of their studies on the roles of both attitude^[RER1] and motivation. In recent years the socio-psychological aspects of motivation has come to the fore, with particular emphasis on learner attitudes. Many researchers (e.g., Au 1988; Crookes & Schmidt 1991; Dörnyei 1994) have expressed dissatisfaction with Gardner's ongoing socio-educational framework, and claim that motivation is much more multi-faceted and variable than originally proposed.

Anxiety and self-confidence relating to past learning experiences, perceived learning abilities, and goals and aims in language learning, appear to affect learners' attitudes and beliefs in acquiring a second or foreign language. Learners in a monolingual setting will also be particularly affected by cultural beliefs and cultural attitudes to the target language, and what those factors may represent. In this regard, many Koreans' (South Koreans seem to prefer the term *Koreans*, therefore in this paper I will also use this term) ^[RER2]attitudes may have been shaped by the influx of foreign media, and foreign intervention into their society. This in turn may promote positive or negative feelings, and direct or indirect connotations in the language classroom.

1.2 Purpose of the study

The purpose of this study is to discover the reasons why a particular set of mature Korean learners, who do not appear to have any clear intentions or ambitions in learning a foreign language, embark on a language course. This has been my experience in Korea over a number of years with different groups of learners. Many learners seem to possess a poor attitude to learning, and also to lack any easily identifiable motivation. There seems to be evidence that many learners do attend language courses for seemingly vague, or at least for no specific reasons that can be clearly defined. In this study I aim to investigate why a designated group of learners are studying English, and in particular the affects of social and learner confidence factors, and which motivational orientations once identified, are prevalent among Korean learners.

Among the diverse and composite individual differences and learner variables in acquiring a foreign or second language, attitude and motivation both seem to play vital roles. Although a distinction between those two factors may be less than clear to some educators, the results of this study may yield some useful insights to the different influences and affects that each factor has on language learning. These thoughts form the basis of my research question: *How does attitude affect motivation for Korean learners in the EFL classroom?*

1.2.1 Justification for the study

Learners' attitudes and motivational orientations have long been studied and researched, and various theories and hypotheses have been put forward. Interest in this area has grown in recent times, and there are now many modern publications on the market informing educators as to the types of motivation that their learners may hold. This is all well and good, and beneficial to language learning as a whole. However, much of the research and the conclusions drawn from that research have focused on learners who

seem to have obvious, or clear aims in language learning. Patterns and groups are identified, and learners are then placed in 'suitable' motivational categories that relate to learner variables and the learning context. But what of learners who seem to be attending language courses without any clear aims or goals, or learners who seem to be learning for no apparent reason? Past research in this area of attitude and motivation is difficult to find. With the immense global interest in learning English, particularly in Asia, and more specifically in Korea, there seems to be an increasing number of mature learners who fall into this learning void.

I have often heard it mentioned through personal communications with educators in Korea that many learners seem to be unmotivated to learn, and possess little interest in the target language inside or outside of the classroom. These purported claims aroused my personal and professional curiosity, particularly, when I appeared to be faced with a similar ongoing situation. It seems to be assumed that learners' attitudes influence and shape language learning, whereas, motivation is likely to determine the degrees of proficiency and learning success in the target language (Oxford & Shearin 1994). By investigating attitudes and motivation in different situations and under different learning conditions, research into this area will have greater width and variety, and new hypotheses may come to light. Consequently, educators may be able to make better and more accurate judgments and predictions in learner behavior.

1.3 Chapter outlines

Chapter 2 begins with various definitions of motivation that have been put forward in recent years. It then goes on to look at some of the main issues, theoretical frameworks, and the concern for human needs. Attitude factors such as self-perception and socio-linguistic variables are examined, as well as factors that may affect Korean learners. Age, gender, and cultural elements are then explored along with a brief look at learner and educator issues. The

chapter is brought to a close with an examination of the complex factors of a learner's social identity.

Chapter 3 takes a closer look at my hypothesis and the aims of this study. It includes the results of the pilot study, and the reasons for the chosen data-collection instruments. After a brief examination of the participants, the data-collection instruments are analyzed in detail, along with the proposed procedure.

Chapter 4 presents the research findings and displays the results using tables and figures for clarity. The four main sections of the questionnaire are examined individually, and then as a whole. Interview findings are also presented, with a particular emphasis on groupings and suggestive factors that emerged during this process.

Chapter 5 discusses the results and findings, with a look at the possible implications and suggestions for further research. The objectives of the study are then revisited to see if the aims were achieved, and if so, to what degree. Finally, the chapter is brought to a close with a brief summary of the findings.

Finally, Chapter 6 looks at what the investigation has revealed, and how past and current theories of attitude and motivation may relate to my findings. Interpretations are examined, as well as the possible implications for professional practice. The study is brought to a close with a look at the limitations of the study, and a reflection on the study itself.

Chapter 2: LITERATURE REVIEW

In this chapter I will be focusing on some of the main developments and issues that directly, or indirectly involve attitude and motivation. I will look at a selection of theories and hypotheses, that relate to individual learner differences in regard to attitude and motivation, and how certain factors may affect learners in a language learning context. The literature review will be concluded with a look at learner confidence, and learner issues, such as identity and individualism in language learning.

2.1 Defining motivation

Out of the abundance of individual learner variables identified in the final decades of the last century by many researchers (e.g. Altman 1980; Skehan 1989; Larsen-Freeman & Long 1991), the construct of motivation remains one of the most important factors in second language acquisition. But what *is* motivation, and can it be clearly defined, particularly in terms of language learning?

Gardner (1985) defines motivation in terms of attitude, effort and desire, derived from his social-educational model of language learning. An alternative definition of motivation is 'the process whereby goal-directed activity is instigated and sustained' (Pintrich & Schunk 1996:20). Peacock (1997) offers a more detailed definition, particularly relevant to the classroom, and sees motivation as:

... interest in and enthusiasm for the materials used in the class; persistence with the learning task^[RER3], as indicated by levels of attention or action for an extended duration; and levels of concentration and enjoyment.

(Peacock 1997:145)

In a broader context, Brown (2001) discusses motivation from two distinctly different viewpoints. He refers to these views as *camps* and says that:

In one of these camps is a traditional view of motivation that accounts for human behavior through a behavioristic paradigm that stresses the importance of rewards and reinforcement. In the other camp are a number of cognitive psychological viewpoints that explain motivation through deeper, less observable phenomena.

(Brown 2001:73)

Due to learner and context variables, and also to other complex factors, which most likely, affect motivation, it appears that there are no clear-cut definitions that are suitable and relevant for every researcher, or for all contexts of study. However, most educators and authors seem to be in agreement that motivation is to some extent, a mental state of degree in behavior and desire, to achieve a certain task or reach particular goals.

2.1.1 Motivational research issues

Interest and research in motivational issues has grown immensely over the past few decades. Research has strongly suggested that motivation directly influences the use of second language strategies (Oxford & Nyikos 1989), the quantity and quality of interaction with native speakers (Schumann 1986), the amount of input learners receive (Krashen 1982), and the higher level of achievement in language learning (Clement *et al* 1977). Many language researchers prefer a social-psychological approach to motivation, which was developed by Gardner (1985) and his multiple associates over the years (e.g. Gardner & Lambert 1972; Gardner & MacIntyre 1991; Gardner & Tremblay 1994).

Much of Gardner's research and studies of motivation has continued through the ongoing development of his influential social-educational model (Gardner

1985), which identifies motivation as the individual's orientation towards his or her goals in language learning. Gardner's studies were largely influenced by Mower (1950, cited in Larsen-Freeman & Long 1991), who proposes that a child's success in learning their first language, could be attributed to the desire to gain identity, beginning with the family unit, and then, with the wider community.

2.1.2 Gardner's framework

Gardner's model has been, and some researchers may argue, still is influential in language learning. Gardner's assumption is that success in language learning, will be affected by the learners' attitudes towards the target language group. Baker & MacIntyre (2000) also see this as Gardner's main hypothesis. A major weakness seems evident in its lack of scope, in that it does not allow for the development and linguistic growth of learners. It specifically examines language learning in a structured classroom setting rather than a natural environment, and although it has been regularly updated, with his model being firmly based on his early studies (Gardner & Lambert 1959), it has become static. Some researchers (e.g. Au 1988) suggest Gardner's framework is too narrow and simplistic in its structure, and there has also been a major shift of focus in more recent times.

Many researchers (e.g. Crookes & Schmidt 1991; Dörnyei 1994; Oxford & Shearin 1994) have put forward suggestions to modify Gardner's framework by focusing on the function of learning contexts, socio-cultural dynamics, and introducing new concepts from general psychology. Indeed, Gardner's model focuses on integrative motivation, and the differences between integrative and instrumental motivation. It appears that instrumental motivation is clear-cut, and therefore, the bulk of Gardner's research has focused on the integrative aspect.

Dörnyei (1990; 1994), in particular, claims that a socio-cultural orientation, highlighting the multidimensionality of motivation based on research in a foreign language learning situation, may yield useful insights into the motivational aspects of language learning. He proposes that differentiation between second language learning, and foreign language learning settings, should be taken into account, and he also advocates that learners' attitudes to the target language community are more likely to play a key role in regards to the context of the learning environment.

Schumann's (1986) acculturation model highlights the significance of social-psychological factors, and predicts success in language learning in relation to degrees of acculturation into the target language group. Crookes & Schmidt (1991) suggest Schumann's model may be difficult to analyze, as there may be a high degree of individual learner and situation variables, which would affect the accuracy and findings based on his framework.

2.2 Motivational concerns

Vincent (1984:38) suggests that: 'As language teachers, we must be concerned with theories of general human motivation because we are teaching people'. She stresses the importance of human concerns, and lends support to Maslow's motivational pyramid (cited in Vincent 1984) to highlight these. Maslow's framework is based on the theory of human needs being interlinked in six distinctive steps, consisting of personal, social and intellectual needs. To move successfully through these steps, the preceding step has to be fully achieved before the next level can be accomplished.

Keller (cited in Crookes & Schmidt 1991:481) provides an alternative description of needs, which focuses on the desire for achievement, affiliation and power. Dörnyei (1994) states that Keller's (1983) determinants of motivation, which includes interest, relevance and satisfaction, are useful in

describing intrinsic orientation. Deci & Ryan (1985) claim that intrinsic motivation should be of utmost importance, as it originates from the learner's natural curiosity and interest.

2.2.1 Integrative and instrumental motivation

The extensive studies of Gardner *et al* (1972; 1985; 1991), propose two main aspects of motivation, which have been particularly influential. The first of these is integrative motivation, or what Skehan (1989:50) refers to as 'the internal cause hypothesis'. Essentially, this hypothesis asserts that the learner will be motivated if there is an interest in the people and culture of the target language. Instrumental motivation, or 'the carrot and stick hypothesis' (Skehan 1989:50), proposes that the learners' motivation arises from more functional or external needs, such as the need to pass examinations, or for possibly, career opportunities.

In some of the early research conducted by Gardner & Lambert (cited in Ellis 1994), integrative motivation is viewed as being of more importance in a formal learning environment than instrumental motivation. However, Spolsky (1989) highlights the potential problems of distinguishing between these two aspects of motivation, and suggests that it may be more desirable to separate '... social from all other motivations'. He also goes on to point out that '... language may be learned for any one or any collection of practical reasons' (Spolsky 1989:160). The rewards and punishment type of approach in language learning, may have been with us for a considerable amount of time, and often still is employed in classrooms today. However, Dörnyei (2001:119) suggests [RER4]that 'the spectrum of other potentially more effective motivational strategies is so broad that it is hard to imagine that none of them would work'.

2.2.2 Resultative and intrinsic motivation

In contrast to Keller's education-orientated theory (cited in Crookes & Schmidt 1991:482), which emphasizes expectancy, and Maslow's motivational pyramid which focuses on human needs, the 'resultative motivation hypothesis' (Skehan 1989:49) implies that success breeds success. Skehan proposes that:

... motivation might be influenced by the success experienced by learners (the Resultative hypothesis). Those learners who do well experience reward, and are encouraged to try harder: learners who do not do so well are discouraged by their lack of success, and, as a result, lack persistence. Motivation would be a consequence rather than a cause of success.

(Skehan 1989:49)

Cook (2001:118) supports this concept by concluding that 'high motivation is one factor that causes successful learning; in reverse, successful learning causes high motivation.' In comparison, 'the intrinsic hypothesis' (Skehan 1989:49) views motivational desires as arising from the materials and the tasks themselves. Skehan puts forward the hypothesis that '... motivation derives from an inherent interest in the learning tasks the learner is asked to perform' (Skehan 1989, cited in Ellis 1994:509). Although it may seem that motivation has been extensively researched, particularly in individual differences in learners, there has been insufficient research on intrinsic motivation. As Ellis (1994:517) rightly brings to our attention: 'The bulk of the research ... has focused rather narrowly on the integrative and instrumental ...'. Some researchers feel that motivation should be looked at from all angles, and particularly from external factors.

2.2.3 Roles of the educator

Perhaps the educator's role should be brought to the fore and explored in greater depth. Dörnyei (2001:116) suggests that 'teacher skills in motivating

learners should be seen as central to teaching effectiveness'. This implies that teachers should not only be knowledgeable about general motivation concepts in language learning, but also be able to apply them to promote motivation where it may be lacking. Dörnyei (1994) proposes a multi-level, comprehensive motivational structure in which educators play an important role. His framework consists of the language level, the learner level, and the learning situation level. The learner level incorporates integrative and instrumental considerations, whereas, the learning level involves such factors as self-confidence and anxiety. The learning situation level consists of three motivational components. These are course-specific, teacher-specific, and group-specific goals.

Following this line of thought, a different approach to training teachers in the first place, or an adaptation of current methods may prove to be beneficial (perhaps an approach that focused on creating and fostering learner motivation, by being aware of learner's needs, and what their learning expectations may involve). [RERS] However, there are many variable factors to consider in language teaching. Motivation is only one of many teaching and learning aspects, although it seems a rather important one. By examining an adapted version of Skehan's (1989:50); 'Dimensions of motivational sources', it can clearly be seen where the four main sources of motivation discussed thus far, affect the learning context. This is displayed below (Table 1):

Learners' motivation	Within the learning context	The results of learning
External sources (Outside the individual)	Materials & Teaching (Intrinsic motivation)	Constraints & Rewards (Instrumental motivation or the 'Carrot & Stick' hypothesis)
Internal sources (Inside the individual)	Success (Resultative motivation)	Goals (Integrative & Instrumental motivation)

Table 1: Dimensions of motivational sources. Adapted from Skehan (1989:50)

2.3 Attitude factors

The successful acquisition of a second language seems to some extent, contingent upon learners' views of the language learning environment, the learning situation, and how they view the target language and its speakers. This together with other variable factors such as the desire to learn, and past experiences with learning a new skill, may affect or significantly contribute to language learning outcomes. Schumann (1978) along with Larsen-Freeman & Long (1991), propose that social and psychological factors, as opposed to learners' feelings and emotions, give a more accurate picture of learners' reactions to the learning process. This infers that social factors play an important role in successful language learning, and in relation to this, Ellis (1994:197) implies that '... social factors such as language aptitude, learning style and personality ...' can affect the proficiency that learners may acquire. Other researchers view learner attitude from different perspectives, involving self-perception and elements of the cultural situation.

Brown (1987), for example, sees attitudes as a '... part of one's perception of self, of others, and of the culture in which one is living (or the culture of the target language)' (Brown 1987:126). It seems that we can be certain that language learning is not merely a cognitive task, and that many internal and external factors in relation to learner variables, need to be addressed.

Ellis (1994) discusses learner variables in relation to social factors, and that one major and important factor in learner variables, is that of attitude. Gardner (1985) sees attitude as a component of motivation, and Spolsky (1989) supports this by inferring that attitude is a constituent of motivation. Gardner believes that motivation to acquire an additional language is determined by

basic predispositions and personality characteristics, such as how the target language group is viewed by the learner, feelings about the target language group, and in particular, the actual language to be learned. I believe that feelings and emotions play a major role in attitude and motivation, if not one of the most important roles. Underhill (1989) puts forward that teachers and researchers should be more alert to the learning process in the classroom and that 'feelings are part of the powerhouse of process, since how we are feeling at any given moment colours the way we perceive things' (Underhill 1989:252).

2.3.1 Attitudinal elements

Baker (1992) claims that positive attitudes towards language acquisition are one of the most important ingredients in a language learning situation, and that when learning conditions are favorable, it is possible to induce and foster positive attitudes in the learner environment to encourage involvement, and promote interest in the target language. Gardner *et al* (1985) perceive that attitude can have a major impact, and they further suggest that learners who possess positive attitudes towards the target language are more likely to retain their language competence, and this in turn, increases learner confidence. Dörnyei (2001:120) implies that the educator can have a major influence through his or her own behavior in the classroom, and perhaps, holds the key to a potent 'motivational tool', that will also affect learner attitude.

Tremblay & Gardner (1995) suggest that learners develop specific goals through positive attitudes towards the language, and that this can be exploited in the classroom with attractive teaching materials that will inspire learners. They go on to claim that this will aid acquisition of the target language through those positive attitudes. This seems to suggest that, although many researchers feel that attitudes may be deeply rooted in their past experiences, cultural beliefs, or other factors which may have shaped their current attitude towards a certain language, or its social society, attitudes can and perhaps do, change through later positive or negative experiences. This implies that

the classroom educator could have a direct, or indirect influence on learner attitude, which supports Dörnyei's (2001) view. Baker's (1988) 'main characteristics of attitudes' (Baker 1988, cited in Ellis 1994:199), lends support to the notion that attitudes are not fossilized, and that attitudes can change, or perhaps attitudes are always changing depending on the context and the situation:

- Attitudes are cognitive (i.e. are capable of being thought about) and affective (i.e. have feelings and emotions attached to them) – see Triandis 1971.
- Attitudes are dimensional rather than bipolar – they vary in the degree of favourability/unfavourability.
- Attitudes predispose a person to act in a certain way, but the relationship between attitudes and actions is not a strong one.
- Attitudes are learnt, not inherited or genetically endowed.
- Attitudes tend to persist but they can be modified by experience

(Baker 1988, cited in Ellis 1994:199).

2.3.2 Positive reinforcement

In their Canadian studies of the relationship between attitudes, Lalonde & Gardner (1984, cited in Spolsky 1989:156-157) identify 'three composite measures': motivation, integrativeness, and attitudes to the learning situation. How the learner feels towards the course, the teacher, the materials employed in the classroom, and other considerations that may have a direct or indirect affect on the syllabus and the learning environment. Gardner & MacIntyre (1993) added this element of attitudinal research to their AMTB (Attitude/Motivation Test Battery) in order to discover, and compare learners' affective reactions to the language learning situation. They conclude that learners who [RER6]appear to possess a more positive attitude, outperform other learners with a less than positive attitude towards the learning situation.

As a result of an earlier experiment, Gardner (1979) claims that learners who spend considerable time and energy in acquiring a second language, are those who possess positive attitudes towards the target society. Williams (1994) supports Gardner's findings and stresses that this type of attitude '... involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being' (Williams 1994:77). Crookes & Schmidt (1991) believe that learners will set their own aims for learning a language if they have positive feelings and attitudes towards the society where the target language is used, and that this may be a crucial factor in successful attainment.

2.4 Socio-linguistic variables

An important aspect of social factors in relation to affect on attitudes, are socio-linguistic variables. These variables relate to social class, age, gender, and ethnic identity, as well as self-efficacy, which represents the learners' perceived view of their own capabilities and their goals in language learning. Ellis (1994) states that social class is often determined by educational level, occupation and income, and that society's inhabitants are customarily divided into '... four groups: lower class, working class, lower middle class, and upper middle class' (Ellis 1994:204).

2.4.1 Korean concerns

In the past few decades South Korea has become a fairly affluent and wealthy society, with what seems to be a generally high standard of living, at least on the surface. The social classes do not appear as clear-cut as in many other countries, and it often seems to be a case of what social connections one's family may have, where the person was educated, and his or her job title (Storey 1997), that may provide the social divides. These factors lead to degrees of status afforded among the society, and appear to often affect

elements in the classroom. However, some Koreans may use learning and speaking English as a way to free themselves of the formalities of their own language. Storey (1997) highlights some of these issues.

Those of higher status need to be spoken to in a more polite manner than those of a lower status. You can easily offend someone by using the wrong level of politeness ... the Korean notion of social hierarchy demands that you use certain terms to address people according to their social rank.

(Storey 1997:39)

This implies that formality and respectfulness are considered very important, when English is being employed in, or even outside of the classroom. These factors are likely to have an effect on social interaction and social harmony in the learning situation.

There have been relatively few studies of adult social factors within language learning, although there have been some rather unsurprising findings with younger learners. Burstall's (1975; 1979) research suggests that children from a higher social class regularly outperform those of a lower social class, and that they were more likely to continue with their studies. This is supported by the findings of Olshtain *et al* (1990) in Israel, and Skehan (1990) in England, although Ellis (1994:205) suggests that 'psychological processes' may have more to do with language learning and linguistic changes than certain social factors.

2.4.2 Age and gender considerations

Some researchers (e.g. Brown 2001) draw a clear distinction between age differences in language learning, claiming that adults have greater cognitive abilities. Ellis (1985:105) claims that '... available evidence suggests that age does not alter the route of acquisition', although in later work (Ellis

1994:201), in regard to performance, Ellis holds the view that adolescent learners usually perform better than their more mature counterparts. Brown (2001:90) argues that adults have 'superior cognitive abilities' compared to young learners (children), and he professes that adults are often more self-confident. Brown (2001:91) then goes on to offer some rather debatable and unsupported classroom management advice. I would argue that it depends less on physical age, and more on mental maturity, and possibly, past learning experiences that may influence current learning in the classroom.

Most research on gender (e.g. Burstall 1975) seems to generally indicate that females often perform better than males. 'A number of studies suggest that females have more positive attitudes to learning an L2 than males' (Ellis 1994:203). I would support this by arguing that this may be due to females reaching maturity ahead of males, and therefore may also develop more cognitive awareness, and thus, be better equipped to deal with the necessities of language learning, particularly at the earlier stages of the human lifespan. Other researchers have found either conflicting results from their studies (Boyle 1987), or that no major differences have been found, expect that perhaps the sexes approach language learning in different ways (Gass & Varonis 1986; Bacon 1992). In my own personal experience, I have often found that females of any age seem to outperform males, and generally have a more positive attitude to learning in the classroom. However, I have not conducted any personal research into this, and therefore, it remains merely a personal observation.

2.4.3 Self-confidence and self-efficacy

Clement & Kruidenier (1985) claim that self-confidence is one of the most important determinants in learner motivation. In later studies Clement *et al* (1994) claim that self-confidence will 'influence L2 proficiency both directly and indirectly through the students' attitude toward, and effort expended on learning English' (Clement *et al* 1994:441). Bandura (1989) argues that self-

efficacy is a vital factor in learner motivation, in terms of expectancy, as it may allow learners to predict and perceive learning goals. Although, similar in concept, some researchers draw a line between the two. Self-confidence '... differs from self-efficacy mainly in terms of the inclusion of an anxiety component' (Tremblay & Gardner 1995:507). I would disagree, and argue that the anxiety component is equally prevalent in self-confidence and self-efficacy.

An important distinction is that self-efficacy involves learners' personal perceptions of their own capabilities, both in tackling specific problems, and executing courses of action with outcome expectancies. These factors will involve self-confidence *and* anxiety. Through her diary studies of a small group of learners, Bailey (1983) concludes that anxiety is lowered if learners perceive themselves as being successful, but levels increase if they perceive themselves as less successful (compared to others learners in the classroom). This suggests that every effort should be made to lower anxiety levels in the classroom through a positive and amicable atmosphere, to enhance both language input and output. In this respect, Dörnyei (2001) suggests that the following proposals can help to increase learners' self-confidence, and are summarized as follows:

- Language competence is a changeable aspect of development, which
- an educator can promote to increase confidence in learning.
- Success can promote positive self-perceptions.
- Learners' contributions to learning tasks, promotes learner interest.
- Words of encouragement from the educator will foster positive feelings.
- The educator has control over classroom anxiety.

(Adapted from Dörnyei 2001:130).

Some expectancy-based type theories suggest that people have an internal locus of control. That is, a learner would expect success, up to the point of his

or her control of success or failure. Within Weiner's (1986) attribution theory, it is proposed learners' considerations of the causes of their success, or failure, will determine their expectancies of future performance, and provide vital sources of efficacy knowledge. Korean learners often seem to possess an apathetic or deferential attitude to language learning, which can make successful language learning seem labored and prolonged. Harris (1997:12) brings to our attention that learners; '... are often passive in their approach to learning, and may become demotivated if they cannot see any clear progress.' This supports Dickinson (1987), who argues: 'All language learners need to feel that their learning is purposeful to be successful.' Dickinson supports this by saying: 'Learners who have no clear idea of their objectives ... or what they want to achieve, very quickly get dispirited ...' (Dickinson 1987:98-99).

2.5 Cultural attitudes

What kind of attitude does the language learner hold towards the target culture, and is it an important factor in the way it influences motivation, or the desire to learn? Greene & Hunter (1993:9) argue that there is a sub-culture existing within classrooms, and state that '... language learning and teaching which occur within an EFL classroom is a culture'. This implies that a sub-culture, if it exists, will be affective in nature regarding such complex factors as attitude and motivation. If indeed, there is a sub-culture present, this could affect attitude in many ways, and further research could provide vital insights, particularly in a monolingual learning environment.

2.5.1 Cultural views

Ellis (1985:117) reflects on Gardner & Lambert's (1972) view that motivation is goal oriented, and that attitude is a motivational tool that can help or hinder the learner. Brown (1981) sees attitudes as a reference to a '... set of beliefs that the learner holds towards members of the target language group ...' (Brown 1981, cited in Ellis 1985:117). Ellis (1985) argues that there is no

general agreement between educators and researchers as to what motivation or attitude, actually consist of, or their relationship to each other. There seems little doubt that attitudes play a major role, both in motivation, and how the learner views the target culture. One of Gardner's (1985) four aspects of his socio-educational model, discussed earlier, is the social and cultural milieu, which Ellis (1994) mentions in regard to learners growing up:

The learners' social and cultural milieu determine the extent to which they wish to identify with the target-language culture (their integrative motivation) and also the extent to which they hold positive attitudes towards the learning situation (for example, the teacher and the instructional programme).

(Ellis 1994:236-237)

2.6 Learner and educator issues

Some researchers (e.g., Alptekin & Alptekin 1984) feel that English is not generally taught as a functional tool for communication, and that the main focus is on the grammatical features of the language. This is a view that I find hard to accept. In recent times Asia has been flooded with private language schools opening at an alarming rate. The same seems to be true of most colleges and universities. It now seems quite rare to find an Asian college or university that does not have its own foreign language department. Grammar may still be generally at the forefront of teaching, but more and more teachers (particularly in Asia), perhaps influenced by the growing popularity of the 'communicative' type approach (through native teachers, seminars, workshops, the latest course books, etc), appear to focus on language learning as a communication tool. This may cause some conflict, not just between younger and older educators, but also learners who may not view a communicative style of learning or teaching as bona fide and affective.

2.6.1 Identity and individualism

A learner's social identity (Tajfel 1974) may be diverse and complex, and within a language classroom this factor may be hidden or brought out into the open, depending on the group dynamics and the social interaction within the classroom. The manner in which learners understand themselves in relation to others, including their perceived abilities and language goals, has already been briefly discussed. But what of ethnic identity and individualism, are they important factors in language learning?

Ellis (1994:207) suggests that they are, and mentions that social identity 'emphasizes the role of attitudes'. Ellis discusses positive and negative connotations of attitude towards not only the target culture, but also the learner's own culture. Ellis (1994:208) highlights Lambert's (1974) distinction of additive and subtractive bilingualism, and how the latter may lead to semilingualism (neither competent in their own language, or the target language). Unsurprisingly, Ellis claims that monolingualism, used in this sense to refer to negative attitudes to the target language, could possibly lead to, or be a contributing factor in failure to acquire a second or foreign language. Table 2 below, clearly shows the positive and negative framework of monolingualism and semilingualism (and Lambert's bilingualism matrix), as proposed by Ellis:

	Attitude towards: Native culture	Attitude towards: Target culture
Additive bilingualism	Positive	Positive
Subtractive bilingualism	Negative	Positive
Semilingualism	Negative	Negative
Monolingualism	Positive	Negative

Table 2: Attitudes and L2 learning: Adapted version of Ellis' (1994:208) matrix.

It often appears that there may be a power struggle among learners to assert themselves in a foreign language, and the loss of face or self-esteem (through misunderstandings) can lead to frustration and demotivation. Likewise, Koreans are very wary of losing face (Choi & Choi 1994), and this is often evident in the classroom. The individual loss of face or misunderstandings through second language learning, could have dire effects on attitude and motivation in the classroom (Lee 1994; Suh 1996). Learners may face a loss of self-confidence, and be wary of making future 'mistakes'. This could lead to learning being restricted, both in terms of language input and output, and diminishing language skills.

2.7 Summary

Motivational research in teaching and psychology has burgeoned over recent years, and remains vibrant today. Although it is not possible to review and discuss all aspects of motivation and attitude in a paper of this length, it is possible to get a general overview of the complex internal and external issues affecting learners, both inside and outside the classroom. As researchers (Crookes & Schmidt 1991; Clement *et al* 1994) have asserted, it may be feasible to counteract negative affective variables and the learners' perceived futility of the learning process.

Individuals' beliefs, values, and goals are affective in nature to the language learning situation, and researchers have gained much knowledge into certain aspects of motivation and attitude (and much less in other areas). Diverse theoretical perspectives give alternative views and suggestions as to why learners may possess certain attitudes, and how those dispositions actually affect learning, particularly in relation to motivational issues. It is hoped that the research in this paper, will shed a little more light on attitude and motivation in the classroom, particularly from a Korean point of view, as to why some learners seem to lack motivation, and what contributes to this notion.

Chapter 3: RESEARCH DESIGN AND METHODOLOGY

This chapter begins with my hypothesis and research aims, and then moves on to the type of instruments used and the procedure for the study. Details of the analysis of the study will follow in the next chapter.

3.1 My hypothesis

In my experience of teaching adult learners in Korea, I have often found that the majority of my learners do not seem to have any clear aims or goals in English language learning. It seems that the learners attend English language classes for reasons that are unclear and difficult to articulate. Many learners seem to view language learning as purely a social activity or as a hobby. Although many learners partake in language lessons on a daily basis, and indeed, join further courses, a negative attitude to English language learning seems to be evident in some cases. This has rather confused and perplexed me as an educator, as to why many of the learners attend English language classes in the first place. Many of my younger learners and university students have outside pressures such as passing entrance exams to attend particular learning institutions, or for future employment purposes. However, for more mature learners (21-40 years of age) there often appears to be no clear and concise reasons, other than to, arguably, socialize and to make new social connections with other learners.

Medgyes (1986:108) argues that TENOR (Teaching English for No Obvious Reasons) is a common scenario that educators all over the world are faced with. I agree, and perhaps some researchers and authors may argue that there must be some underlying logical reasons of some kind. I support the notion that this may not be the case in some, or perhaps many learning situations. Many learners seem to wander aimlessly through language courses, not due to learning intentions or language aspirations, but because

it may be viewed as the latest trend or hobby, and as a way to be seen as being 'up to date' or to make new friends. I put forward the suggestion that many Korean learners do not know, or at least, are unaware of their reasons for learning a second language such as English. This is based not on previous research, but on my own personal teaching experiences over a number of years in Korea. I hypothesize that some learners may not have any educational, instrumental or integrative reasons (particularly with the target language or target culture) for attending English language classes, other than for sociological reasons, and in some cases due to peer pressure (or reasons unknown).

3.2 Research aims

While most research on Korean learners' motivational issues seems to have been focused on larger scale studies at secondary and tertiary levels, little attention has been given to lesser scale studies of more mature learners who appear to have no clear aims or goals in language learning. Thus, the present study attempts to focus in on this aspect of language teaching, and to examine possible reasons for this phenomenon. Although this study is focused on a limited number of learners, I hope that my study will lend support to my hypothesis, and find some plausible answers to my research question: *How does attitude affect motivation for Korean learners in the EFL classroom?* Using this question as the base for the study, I aim to discover:

- To what affect do social factors and self-confidence have on attitudes to motivation in a monolingual setting?
- What kind of motivational orientations are prevalent among mature Korean EFL learners?
- Is there any evidence to support the notion that many learners do attempt to learn a foreign language for no easily identifiable reasons?

3.2.1 Research limitations

In a study of this kind, and with a such a limited number of participants, the results and the analysis of the findings cannot be generalized in any way to the local population or to language learners in general. Indeed, this research is very limited in that it only focuses a particular group of learners during a certain time frame. It should also be noted that employing only two methods of data-collection in this type of study is generally not recommended (Cohen & Manion 1994). Thus, a multiple method (triangulation) is usually more suitable to analyze and support findings, and to perhaps, research at a greater depth. It could also be argued that this study is a disconfirming instance, and that larger scale, or more detailed studies reveal 'general trends and statistical tendencies' (Nunan 1992:14), which may benefit language learning in general on a much wider scope.

During the planning stage of the study, it was my intention to use questionnaires and interviews as the data-collection instruments for all participants. This would enable cross checking and a more comprehensive correlation of results, and investigate certain issues in more detail. However, after obtaining permission from my department for both questionnaire and interview research, some of the learners felt that interviewing all participants would be too time consuming, and would interfere with both their personal, and professional obligations. This is understandable as the majority of the learners are working professionals and the lessons are conducted after their daily work ends. Many of the learners are well known to me, and there is an excellent rapport in the classroom. I felt that all learner considerations should be taken into account for beneficial reasons of the research. Thus, it was agreed by all participants that only ten of the learners would be interviewed. This has weakened the research somewhat, but it was still felt that the questionnaire, combined with a limited amount of interviews, would still yield useful and insightful research into attitude and motivation in this learning context.

The student who feels at ease in the classroom and likes the teacher may seek out more intake by volunteering ... and may be more accepting of the teacher as a source of input.

(Krashen 1981:23)

3.3 Aims of the pilot studies

A pilot study was conducted with two different adult classes, both consisting of twenty working professionals of varying occupations. The age and gender range was very similar (in fact, one of the classes was almost identical in gender and age range), and both classes were following the same syllabus as the target learners. The pilot studies were carried out for several reasons:

- To adapt and develop items to investigate included on the questionnaire and at the interview stage.
- To ensure the adequacy of individual items to be assessed.
- To check the administrative practicality of the instruments.
- To find out from the learners if any of the questions or instructions appear to be vague, misleading, or ambiguous.
- To gauge the required time for learner completion of the questionnaire, and for the interview stage.
- To obtain useful and practical general feedback from the learners.
- To measure if data collected can be successfully grouped and analyzed.
- To delete, adapt or change any items found to be of little value.
- To assess if a Korean version of the questionnaire would be needed, and to consider if outside assistance would be required at the interview stage.
- To assess if any assistance would be needed to administer the questionnaire.
- To assess if any questions are objectionable.

- To assess if any major topics has not been realized and should be included.
- To ensure the layout of the questionnaire is compatible and convenient for the learners, and that participants are comfortable with the interview style and format.

3.3.1 Pilot study feedback

Feedback and data gathered from the piloting stage meant that the questionnaire underwent some alterations. A question at the beginning of the questionnaire was deleted (*What is your occupation?*), as it seems to serve no real purpose to the investigation. Several hypothetical questions were omitted, although *I will join the next English course if my friends do*, and *It is my own fault if I do not learn English well* were retained, as their value was felt to be important to the study. Bell (1999) suggests that (novice) researchers should be wary of 'questions that will provide only useless responses' (Bell 1999:124). Two questions were added following comments from the participants of the pilot study: *It is my own free choice to learn English*, and *I feel freer to express myself in English than in Korean*.

Rather surprisingly, both groups involved at the pilot stage expressed a wish to complete the questionnaire in English (although a Korean version had also been prepared and was on hand to be piloted), as they felt it was beneficial to their learning experience, and they felt more comfortable expressing their views in English. However, I felt that at least a verbal translation would be advisable before the questions were attempted to ensure understanding. The head of the university's English department who is a native Korean, but has spent the majority of his life in the United States (and has a Ph.D. in Educational Psychology), examined the questionnaire for any evidence of culturally biased questions (Nunan 1992: 144-145). He also verbally checked the learners' understanding of each question item before the questionnaire

was administered. He was more than happy to provide this service. However, all parties involved agreed that the interviews should be conducted in English, and no translation of any kind was needed.

Five learners from each of the two pilot groups were interviewed on the following day as a continuation from the questionnaire stage. The interviews consisted of six open-ended, but structurally focused questions. A maximum of ten minutes per interview had originally been planned. However, with the first group, it was found that all of the interviews were running late, and it was decided to reduce the number of questions to four, both as a convenience to the learners, and for the easier analysis of the results. This was achieved with the second pilot group, and no other changes were made. The finalized questions that were deemed to be most useful to the study can be found later in this chapter (3.6). Alterations and changes to the types of questions used were also considered (depending on questionnaire findings) for the actual study itself, but no changes were made. The interview questions were adapted from the questionnaire items.

3.4 Participants

A total of twenty learners participated in the main study. The learners were all working professionals who had successfully graduated from various universities in Korea. All learners had commenced the current program of study (General English Conversation: Level 3: Intermediate) three weeks previously, and the course lasted for a total of fourteen weeks. Ten of the learners had studied in previous language programs at the university and were well known to me. All lessons were on a daily basis (Monday to Friday) starting at 7pm, with each lesson fifty minutes in duration. Ages ranged from 22 to 38 (the instructor is given this information by the main office before courses commence), and females outnumbered males (see Chapter 4: Table 8). The gender spread was fairly typical in my situation, but the age range was unusually compact. In most conversation courses of this type, it is common to have a much wider spread of ages.

3.5 Final questionnaire format

The final version of the questionnaire consisted of two parts (see Appendix I). Part A instructs the learners to indicate their gender and age. It was anticipated that age and gender could play an indirect role in the findings of the main body of the questionnaire, and therefore may be important in the overall analysis of the results. Part B consists of forty structured questions (items) adapted and developed from various sources, including the Attitude/Motivation Test Battery (Gardner & Lambert 1972), and the Achievement Motivation Questionnaire (Hayamizu *et al* 1989). The calibration tool used to measure the responses was a five-point Likert scale, with possible responses ranging from strongly agree, to strongly disagree (Bell 1999:186).

For later analysis convenience, the items in Part B are divided into two broad categories, those that focus on attitude (1-20) and those that focus on motivational aspects of the study (21-40). Items 1-10 focus on the socio-linguistic and socio-psychological nature of the research (Table 3), and items 11-20 are geared more towards self-esteem, self-efficacy, and self-confidence (Table 4). Items 21-30 aim to discover the learners' integrative and instrumental motivational tendencies (Table 5), and items 31-40, are designed to explore intrinsic and resultative inclinations in motivational orientations (Table 6).

1	Learning English is very interesting.
2	It is my own free choice to learn English.
3.	I learn English because I have a lot of free time.
4	I prefer to learn English with students of my own age.

5	I prefer to learn English with students of the same sex.
6	My social life with my classmates is very important.
7	It is important that my friends attend class with me.
8	Learning English is just a hobby for me.
9	I learn English so I can be with my friends.
10	I will join the next English course if my friends do.

Table 3: Socio-linguistic and socio-psychological items.

11	English is very difficult to learn.
12	I can improve my English.
13	I want to be fluent in English.
14	My English is poor compared to my classmates.
15	It is my own fault if I do not learn English well.
16	Mistakes help students learn English.
17	I am shy to use my English outside of the classroom.
18	I only enjoy learning English with other Koreans.
19	I feel more comfortable learning in small groups.
20	I feel uncomfortable when I use English in class.

Table 4: Self-esteem, self-efficacy, and self-confidence items.

21	I want to improve my English so I can study abroad.
22	I want to improve my English to get a good job.
23	I want to show other people I am good at English.

24	I am interested in English speaking countries.
25	I want to live in an English speaking country.
26	I want to work in an English speaking country.
27	I can learn more about the world through learning English
28	I am interested in English speaking cultures.
29	I want to make foreign friends through using English.
30	English is very useful for me.

Table 5: Integrative and instrumental items.

31	I always enjoy learning English.
32	I try to improve my English outside of class time.
33	I like to discuss some things in English but not in Korean.
34	I like to discuss some things in Korean but not in English.
35	I feel freer to express myself in English than I do in Korean.
36	I enjoy problem-solving activities.
37	I enjoy discussions in English class.
38	It is important to use a course book in class.
39	I prefer to work as a team.
40	I try to use English as much as possible in class time.

Table 6: Intrinsic and resultative items.

Although this data-collection instrument has many limitations as mentioned previously, I propose that the questionnaire contains enough relevant items that support the reliability value to a limited extent. In the first instance, questionnaires filled out anonymously are less likely to be affected by self-flattery, and the desire to be socially acceptable to their peers through negotiation and agreement. Secondly, the learners are clear about the aims of the questionnaire and have a clear understanding of the items. This was achieved by the use of a third party.

3.5.1 Data-collection procedure

The head of the university's main English department (who is also a fluent speaker of English), verbally translated and concept checked learners' understandings of the items. This person is well known to the learners, and he has a friendly and congenial rapport with the target participants. This process was completed on the same day as the learners completed the questionnaires. It had been agreed by the learners and the university, a double lesson would be conducted on this day, running an hour later than usual for the purpose of this study.

During the first part of the lesson, a verbal translation was conducted and discussed in both English and Korean. After a coffee break, the third party departed, and the questionnaires were given to the learners. Some learners chose to complete the questionnaire in the classroom, while others chose to fill out the questionnaire in the lounge area next door. When completed, all of the questionnaires were placed face down on a central table in the classroom. During the whole proceedings, I stayed firmly in the background, and had no contact with the learners.

3.6 Interview structure

The interview format consists of four, carefully constructed questions. The questions were developed from interesting and relevant findings in the questionnaire, which I considered important to the study. These questions were briefly piloted on a similar group of learners. It was felt that the questions were suitable and would cover a wide-ranging area, and that the findings would enable grouping and analyzing at the end of the process. Ten participants were chosen from the target group to represent a fair selection of the study population (Table 7). Based on the questionnaire disclosures, a representative selection of ages and genders were chosen to represent the diversity of the group and lend more weight to the findings.

Age range	21-25	26-30	31-35	36-40	Total
Male	1	2	2	0	5
Female	2	1	1	1	5

Table 7: Age and gender range of interviewees.

The interviews were conducted three days after completion of the questionnaires to allow ample time for any changes to be made to the questions used. No changes were made. The interviews were completed over two days and spread evenly throughout the allotted time. Each interview was completed in an average time of 12 minutes. The interviews took place in a spare classroom, which has large windows and is considered (both by local learners and educators) to be a relaxing and comfortable environment. Each interview began with small talk, and general conversation (e.g., learners' well-being, hobbies, plans for the day). Once the learners appeared to be relaxed and at ease with the situation, the interviewees were then guided towards the four research questions. The interviews were not recorded onto tape, but the interviewer completed a form, which can be seen in Appendix III,

for each participant. All the forms were later used for an analysis of the results.

3.6.1 Interview questions

The interview questions were chosen due to their relevance to the aims of my study. Although the questions were structured and guided, they were intended to be open-ended enough to allow for a wide range of possible answers, and to cover a sufficient area of appropriateness to the research that would enable correlation to the questionnaire findings. The questions selected and employed at this stage were:

Q1: Why did you decide to enrol on this English course?

Q2: Is it important to you to learn with friends? Why/why not?

Q3: Is there anything you do personally to improve your English?

Q4: Why did you choose to study English (as opposed to other courses)?

3.6.2 Data-collection procedure

The interviews were conducted during lesson times (a colleague agreed to teach my classes during this period of my research). A form for each participant (see Appendix III), was completed by the researcher immediately after each participant had completed his or her interview. All forms were then stored until all the interviews had been completed. An analysis and examination of the findings followed a few days later. All forms were anonymous as per the questionnaire instrument employed previously.

3.7 Summary

The data-collection instruments underwent some minor changes due to the pilot study, which involved two similar, but separate groups. The target-

participants were identified, and with their considerations in mind, the method and procedure of the study was finalized and put in place. Limitations of interviewee numbers were discussed, but it was felt that the instrument, combined with full participation at the questionnaire stage, could still yield relevant and significant data. Both instruments were used successfully, and the findings are displayed in the following chapter.

Chapter 4: RESEARCH FINDINGS AND RESULTS

Chapter 4 begins with a display of the results regarding age and gender (Part A: see Table 8), and then progresses to the main section of the questionnaire (Part B: attitude and motivation items). Considering the nature of the research and my primary research question: *How does attitude affect motivation for Korean learners in the EFL classroom?* It seems logical to examine and display significant results from Part B, in the four main categories as they were presented to the participants:

1. Attitude: Socio-linguistic/socio-psychological items (1-10).
2. Attitude: Self-esteem/efficacy/confidence items (11-20).
3. Motivation: Integrative/instrumental items (21-30).
4. Motivation: Intrinsic/resultative items (31-40).

Findings are then be analyzed as a whole unit, with attitude and motivation results compared and contrasted, in an attempt to highlight and discover which factors seem to play an important role in the investigation. This chapter then examines and discusses the findings from the interviews, and the possible implications. A major discussion of all the findings and implications will follow in the next chapter.

4.1 Questionnaire results: Part A

Age	Male	Female	Total
20 or younger	0	0	0
21 – 25	3	5	8
26 – 30	3	3	6
31 – 35	2	3	5
36 – 40	0	1	1
41 – 45	0	0	0
46 – 50	0	0	0
51 or older	0	0	0
Total	8	12	20
Age Range: Means of 28.0.		Ratio of Males to Females: 2:3	

Table 8: Age and gender distribution of the participants.

With regards to age, it can clearly be seen from Table 8 that the majority of the learners fall into the 21-30 bracket. This is quite unusual in my usual teaching situation as more often than not, the age range has a much wider spread. The representation of the results of the findings, are likely to be affected by this factor. Thus, in particular findings of certain items, age representation will be examined in closer detail.

Females outnumber males, which is often the case in my teaching context. Therefore, overall results may reflect the opinions and notions of the female participants more so than the males. As with age considerations, certain

items where particular responses have favored one of the genders will be singled out and explored further.

4.2 Questionnaire results: Part B

In this section of Chapter 4, the results and findings from the main part of the questionnaire are displayed in tables, with relevant findings being highlighted in the preceding or following texts.

4.2.1 Socio-linguistic and socio-psychological findings

Item	Strongly Agree	Agree	Neutra l	Disagree	Strongly Disagree
1	3	14	2	1	0
2	0	12	1	7	0
3	7	3	5	3	2
4	0	2	18	0	0
5	0	3	15	2	0
6	10	4	1	3	2
7	6	6	3	4	1
8	3	7	6	3	1
9	4	5	6	4	1
10	5	4	4	5	2

Table 9: Learners' responses to questionnaire items 1-10.

There were no noticeable differences in items 1, 4, and 5 among the participants, with most learners claiming that learning English is generally interesting, and no particular preferences of note to classmates' age or

gender. However, there was a distinction in item 2, particularly if it is analyzed in terms of age. Although twelve learners were in agreement with item 2 (agree or strongly agree), seven of the eight learners whose ages range from 21 to 25 disagreed (Table 10). The findings of this item seem to suggest that many of the younger learners may be pressured to attend language classes, and have little choice in the matter. Age-clusters were also evident in items 6, 7, 9, and 10 (Table 11). It is very noticeable that the social aspect of language learning is also very important, and it appears less so, as age increases. Although of course, this cannot be confirmed by such limited items in this research instrument.

Ages 21- 25	(Yes)	(No)
2. It is my own free choice to learn English.	1	7

Table 10: Results indicate younger learners may have less choice.

Item	21-30	31-40
2. It is my own free choice to learn English.	6	6
6. My social life with my classmates is very important.	14	0
7. It is important that my friends attend class with me.	14	0
9. I learn English so I can be with my friends.	9	0
10. I will join the next English course if my friends do.	9	0

Table 11: Learners' agreement responses to questionnaire items 1-10.

Table 12 displays a clear distinction between the genders in agreement in items 3 and 8. Females heavily outweigh males, which may suggest that it the females who view language learning as more of a free-time activity, than for other reasons. This would imply that these particular participants' goals and aspirations of language learning, may be less focused in pedagogical terms, compared to other learners who may have more substantial desires for learning a foreign language.

Item	Male	Female
3. I learn English because I have a lot of free time..	1	9
8. Learning English is just a hobby for me.	2	8

Table 12: Selected agreement results by gender.

4.2.2 Self-esteem, self-efficacy, and self-confidence findings

The findings displayed in Table 13 produced no notable differences in age or gender, with the exception of item 18. All of the learners who agreed, or strongly agreed, were in the younger age brackets (see Table 14). This seems to suggest that as learners become more mature, perhaps their interest in other non-native learners may increase, and that they would be more willing to share learning experiences. In item 14, a surprising number of the learners were in agreement as to not being as competent in English as their peers in the classroom. This may indicate modesty, or perhaps a lack of self-esteem. This is supported by the amount of learners in general agreement to item 17. However in item 13, the aims and desires of the learners to be proficient in the language is also evident. This may seem quite confusing to an individual who has never experienced Asian cultures. I propose that these desires and expectations may indeed be realistic to the respondents, despite the fact that the learners indicate a lack of competence,

and perhaps, confidence. I believe that this may be an aspect of the culture, and possibly, the sub-culture within the classroom.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11	6	8	6	0	0
12	4	7	6	3	0
13	10	7	3	0	0
14	2	13	4	1	0
15	0	2	9	6	3
16	0	1	3	9	7
17	3	13	2	2	0
18	6	7	5	1	1
19	2	3	4	6	5
20	3	11	4	2	0

Table 13: Learners' responses to questionnaire items 11-20.

General agreement by age	21-25	26-30
18. I only enjoy learning English with other Koreans.	8	5

Table 14: Younger adults seem to prefer a monolingual learning context.

4.2.3 Instrumental and integrative findings

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
21	1	1	7	9	2
22	3	5	7	3	2
23	2	6	4	7	1
24	0	2	2	6	10
25	0	4	0	4	12
26	0	1	3	2	14
27	2	6	4	5	3
28	3	9	2	4	2
29	5	6	8	1	0
30	1	4	9	5	1

Table 15: Learners' responses to questionnaire items 21-30.

This section of the questionnaire produced some interesting and conflicting results from the contributors to the study. In items 24, 25, and 26 (Table 15), which focus on the desire to be abroad, interest in foreign countries (where English is the main language), and has other similar implications, there was a large negative response. However, in item 28 learners claim to have substantial interest in other English speaking cultures, as opposed to English speaking *countries*. There was also a fair amount of interest expressed in

using English to make new (foreign) friends. Perhaps this suggests that many Korean learners may feel more comfortable in familiar learning environments. This was evenly spread among gender and age groups. Six of the younger learners (item 30) indicated that learning English holds little value. These learners were also many of the same learners who felt that they had little choice in learning a foreign language, as highlighted by an earlier item (see Table 10).

4.2.4 Intrinsic and resultative findings

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
31	5	8	1	6	0
32	3	3	4	7	3
33	4	7	5	3	1
34	1	3	6	6	4
35	5	8	4	3	0
36	5	7	6	1	1
37	4	9	5	2	0
38	2	14	3	1	0
39	3	13	4	0	0
40	3	4	7	5	1

Table 16: Learners' responses to questionnaire items 31-40.

All of the older learners (31-40) were in agreement with item 32, which indicates autonomy, and learner independence. Previous learning experiences may also be a contributing factor to this response. However,

younger learners were either neutral or disagreed. Responses to items 33, 34, and 35, suggest that some Koreans may feel more comfortable discussing issues, and expressing themselves in a foreign language, as opposed to possible cultural restrictions or taboos in the discussion of certain topics in their native language. There was also strong evidence in responses to item 38, that course books are considered an important factor in the classroom (Table 16). From a Korean learners' perspective, course books may provide a sense of security, and a learning path already provided by supposedly knowledgeable and respected authors and scholars.

4.3 Statistical analysis

The statistical analysis of the results were based on selected items on the questionnaire, which highlight attitude and motivation factors in relation to the research questions and my hypothesis. Items were chosen on the notion that these particular questions may help in discovering how attitude may affect motivation in the EFL classroom.

4.3.1 Motivation factors

Results indicate that resultative factors are much more prevalent than other factors in this study. Although some of the learners did indicate instrumental reasons as a factor, results do suggest a lack of substantial instrumental reasons for learning a foreign language for the majority of the participants. This can be clearly seen if the results are shown using the statistical means of average based on the response to four selected items in each motivational category, below (Table 17):

(Motivation)	Instrumenta l	Integrative	Intrinsic	Resultative
Items	21,22,23,26.	24,25,28,29.	31,32,35,40.	33,36,37,38.

Means	2.75	7.25	9.75	13.5
Average				

Table 17: Average means of selected motivation items.

This becomes much clearer, and easier to analyze, if viewed on a response scale based on the same selected items (Figure 1), with 80 representing the highest possible response. This can be seen below:

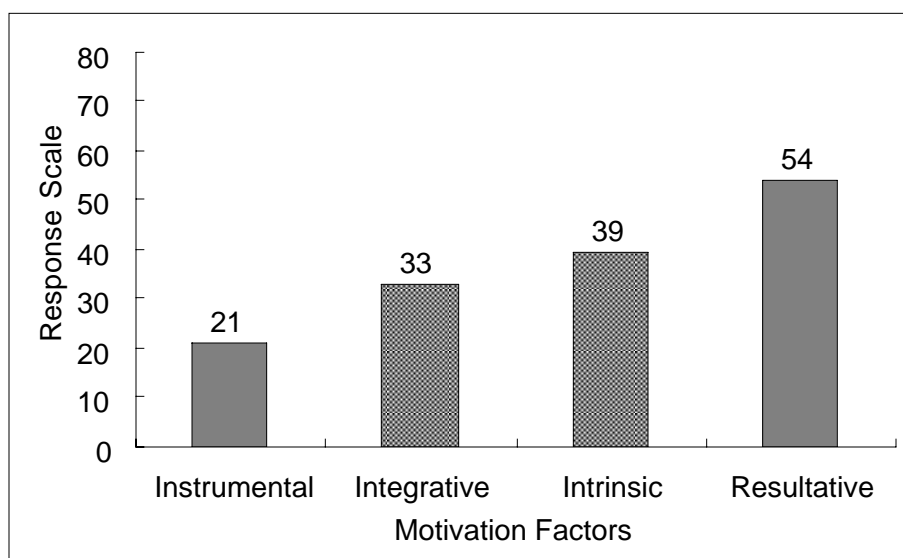


Figure 1: Selected motivation items based on responses.

4.3.2 Attitude factors

These results indicate that self-confidence and self-belief are lacking among learners. However, the findings do not seem to greatly affect social reasons for attending a foreign language course. Fifty percent of participants indicated that learning English is viewed as a free-time activity, and a slightly higher percentage gave social reasons for participating in language study. Table 18 (on the following page) is based on an average of three selected items per category.

(Attitude)	Positive feelings about language learning.	Negative feelings about language learning.	Language learning as a hobby or as a past time.	Language learning as a way to make, or to socialize with friends.
Items	12,13,16.	14,17,20.	3,8.	6,7,9,10.
Means Average	9.6	15.0	10.0	11.0

Table 18: Average means of selected attitude items.

Figure 2 clearly illustrates responses from Table 18, with 60 being the highest possible response score on the scale, if the results are viewed as an average of the three selected items per response. It can be seen that negative responses outweigh positive ones. This may be due to past learning experiences, or to the influence of the local society. This will be discussed in the following chapters. However, 'hobby' and 'friends', representing learners' free time preferences or reasons for learning, and social reasons such as making new friends (or perhaps the desire to learn with friends) appear to be important considerations, and these elements rate on the scale with a total of fifty percent or more.

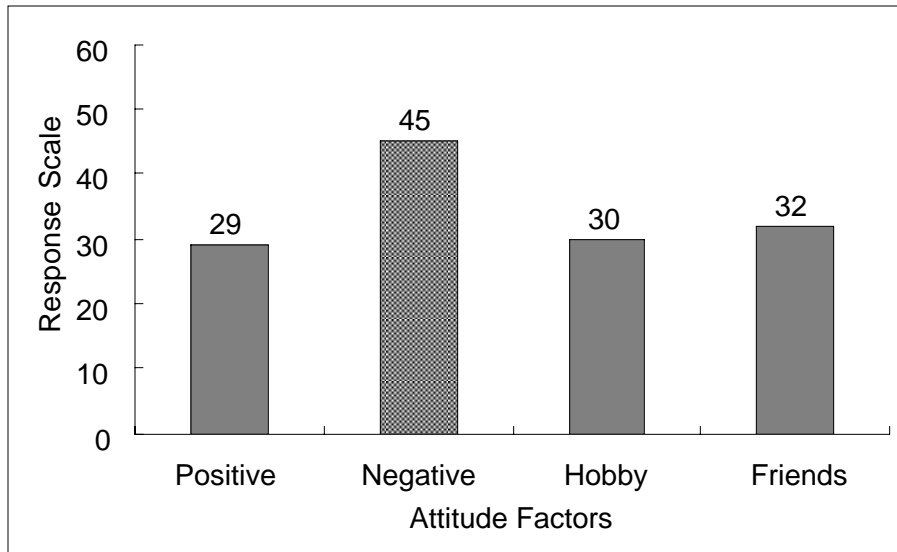


Figure 2: Selected attitude items based on responses.

4.4 Interview results

The interview results produced an interesting array of outcomes. Two general groupings can be made from the initial interview question (*Why did you decide to enrol on this English course?*). Table 19 displays the learners' own personal wishes and desires in learning a foreign language for reasons of a social nature, and other external factors they are displayed as instrumental in nature. That is, other reasons likely to strongly influence learning, such as those learners who view English learning as a part of their career prospects, and perhaps some of the younger learners who may be strongly encouraged from outside sources to attend language courses.

Socio-integrative	Instrumental in nature
Personal factors related to the local society and/or personal needs (friends, hobby, etc)	External constraints or desires (career prospects, forced or under threat to attend English lessons)

6 positive respondents	4 positive respondents
------------------------	------------------------

Table 19: Enrollment groupings.

In the second question (*Is it important to you to learn with friends? Why/why not?*), two groupings were also made possible from six of the participants who answered that learning with friends, is an important consideration in their learning contexts (Table 20).

Shyness and/or insecurity in learning alone	Easier to make new friends in a group
2 respondents	4 respondents

Table 20: The friendship factor.

Question 3 (*Is there anything that you do personally to improve your English?*) was designed to discover if there was any autonomy in individual learning outside of the classroom. Two of the respondents claimed to often watch English language television programs on a regular basis, and only one respondent owned a Korean-English dictionary. All other respondents indicated that they had no personal methods or interest in using any type of beneficial instruments (e.g., dictionaries or internet language learning websites) for support in language learning. The final question (*Why did you choose to study English (as opposed to other courses)*), produced a notable divide among the participants. Those learners that primarily gave reasons such as ‘to be with friends’ or ‘as a way to make new friends’, and those who gave reasons such as ‘it is an international language’ and ‘it will be useful for travel’. See Table 21 below:

Friendship and social reasons	For present and future use
-------------------------------	----------------------------

6 respondents	4 respondents
---------------	---------------

Table 21: Reasons for studying English and not other courses.

4.5 Summary

With regards to foreign desires, the research findings from the questionnaire clearly indicated a lack of firm instrumental motivation for the participants. However, there was evidence of a desire to increase employment prospects. Integrative motivation was high, but it seems that this type of integrative motivation has less to do with the target language or culture, and more to do with the local society and making social connections. Resultative factors were much more prevalent than other motivational factors. Although, it should be noted that the research took place in a small countryside town as opposed to a larger city, where results may differ from these findings, due to the social complexities of being in a larger affective environment.

Younger mature learners seem to express an interest in making social connections within the classroom, while older mature learners showed little interest. It appears that for younger learners, making social contacts and friends within the classroom, seems to be of utmost importance at this stage of their language learning experience. Overall self-confidence appears to be lacking according to results, but this may be in part due to cultural issues such as respect for elder learners, and not wishing to appear over-confident to their peers. Negative feelings about language learning outweighed positive emotions, and fifty percent or more of learners either view language learning as a casual hobby, or in the case of younger learners, as an opportunity to make new social connections. According to the results, there is also a notable lack of learner autonomy outside of classroom hours. It appears that language learning is only expected to take place within the classroom environment, and that other methods of learning, and learning aids are not

readily contemplated. Overall, results do indicate the social factors are considered very important in the classroom, and that:

- Modesty may appear to hold back some learners from achieving their full potential.
- Cultural identity is very strong and very much in evidence in the classroom.
- Lack of self-confidence appears to lead to negative feelings about learning.
- It appears that Koreans make their social connections in early adulthood, and this is an important consideration.
- There is no concrete evidence to support the notion that learners learn for no apparent reason. Reasons may be far removed from language learning and geared more towards that of an integrative nature within their own society.
- There is a desire to be fluent in the target language. However, there appears to be a lack of desire to mix with the target language society.
- Individualism is not considered the social norm, and teamwork is considered essential, particularly for younger adult learners.
- Younger learners seem to exhibit the same attitude and motivation traits among themselves, as do older learners.
- There is strong evidence to suggest that learners, particularly those of post graduate studies, have little desire to acquire the target language for educational, instrumental, or integrative reasons, other than to socialize or for possible career prospects.

Chapter 5: DISCUSSION OF FINDINGS

In this chapter of the study, I shall first revisit my hypothesis and research question. This will be followed by a discussion of the findings and implications, and whether the study objectives were achieved or not. I shall close the chapter with recommendations for further expansion and research.

5.1 Hypothesis revisited

My hypothesis is based on my reoccurring experiences over a number of years in a particular university in Korea, in which many mature learners appeared to possess a lack of specified or clearly defined reasons for learning a foreign language, other than to perhaps, make social connections within the classroom environment. It was suggested that the actual target language and target culture, seemed to play a minor role, and that although some learners attend English classes due to peer pressure, it seems that many learners' aims and goals are not easily identifiable. By examining the question of: *How does attitude affect motivation for Korean learners in the EFL classroom?* My aim was to discover the affect of local social factors and personal self-confidence, as well as, which motivational orientations seemed to be the most prevalent in the classroom and why that might be. Although I was aware that there may be certain reasons which are not covered in such a limited study, I wanted to discover if there was any identifiable evidence that may support the notion of learning for no obvious or specific reasons, or at least for reasons that could be clearly identified, which may lend support to my original hypothesis.

5.2 Attitude concerns

Most of the participants in this study claimed to have an interest in learning English and a desire to be competent, which suggests a positive attitude

towards the classroom context of learning. However, this may also suggest that learners may be following a global trend in which English is seen as arguably, the language of the world. It must be remembered that Koreans have only been allowed unrestricted travel outside of their own country for less than two decades, and contact with foreigners also is very limited within their own country (Storey 1997). Those participants in the study, who indicated what could be construed as positive responses to certain items in the attitude section of the questionnaire, did not necessarily indicate positive responses in the items aimed at motivation. Rather unsurprisingly, the participants who indicated that learning English was not their own desire, but rather an external one, also gave negative marks throughout the remainder of the questionnaire.

Both attitude and motivation seem culturally conditioned towards English language learning. For younger learners in particular, English is a prerequisite for academic success in university, and important for career success and improved status in society. The specific EFL situation of a small town university running general English conversation programs for the local population has attracted a large number of participants, particularly those from the public sector who have little, or no contact whatsoever with non-native speakers. This could indicate that there may be underlying external needs which need to be identified, and this could be one of the main factors in the data-collection results that strongly indicate an identifiable interest in social orientations towards other members of society (within the classroom), rather than the language itself. Indeed, although many other variables and factors are affective in this study, the notion of social connections and friendship through acceptance and growth, seem to come to the fore with both data-collection instruments.

The study suggests that actual language learning may not be the main goal in this situation, merely an added bonus that may or may not be achieved. Many females in particular, see language learning as just a hobby, or perhaps

something to do in their free time. It is clear that personal growth and development through contact with a learning establishment are viewed as twofold; as a way to increase language proficiency, *and* as a method to make friends or social connections, particularly with the younger adults. It may also be a valid point to note, that no participants over the age of thirty indicated a need to make new friends, or to be with friends. Indeed, these findings may give us an insight into the social make-up of the local society. The data suggests that social relationships are formed and cemented, particularly at this stage of adulthood.

The obvious desire to make, or keep social connections is in evidence in this study, and this implies that social factors do have a major impact on learning. However, there is also a desire to become proficient in the target language. This desire may be severely inhibited by the apparent lack of learner autonomy, and the desire for language learning in a monolingual situation only. The apparent lack of self-confidence among learners, and the unwillingness to attempt to use their language skills both inside and outside the classroom, highlight the difficulties that some educators may have in motivating learners.

5.3 Motivation concerns

The participants^[RER7] low regard to the usefulness of learning English and the seemingly poor effort on behalf of the individuals' own personal actions in increasing proficiency, are features which highlight the limitations of Gardner's (1985) social-educational framework. Integrative reasons are very much in evidence, but perhaps, not for the reasons that Gardner suggests, which focus on the target language, assimilation, and/or acceptance into target community. However, Gardner's main hypothesis, which seems to centre on the notion that success in the target language will be affected by learners' attitudes towards the target language group, does appear to hold some relevance.

Although the findings of this study correspond to other findings (Au 1988, Crookes & Schmidt 1991, Dörnyei 1990) in respect to lack of evidence, or significance of the integrative factor (as described by Gardner), one aspect of integrative motivation seems to be supported through this study. That of language success linked to the desire for degrees of assimilation. As the learners seem to lack any interest in the target people and countries of the language being learnt, their motivation seems lackluster, and progress labored. This is also further supported the views held by Dickinson (1987) and Harris (1997).

With regards to instrumental motivation, one could assume that English may be desirable in current or future careers. Pupils and students in high schools and universities across the country are studying English as a compulsory subject, and so instrumental reasons for attaining good grades may be high. But it appears that once a university major has been achieved, or one has gained a certain amount of job security, the constraints and pressures of having to learn English are lifted, and thus a more relaxed and social approach is adopted (although English skills are often paramount to promotion within the workplace in Korean society, as shown by my findings). This infers that the type of motivation may be less clear-cut, as its importance is lessened (at least in an educational or perhaps, career sense), and that general attitudes to learning may play more significant roles at this stage.

Both Gardner's (1985) and Schumann's (1986) respective models both focus on assimilation, or the need to affiliate with the target language group in some way or to some extent, but for learners who may view language learning as just a hobby, or perhaps for personal development, this notion holds little weight. Indeed, the importance of human needs, as highlighted by Maslow (cited in Vincent 1984) and supported by Vincent (1984), seems to play a major role in motivation. The findings of the study indicate low self-esteem,

the need for affiliation, but also the desire for achievement. This lends support to Maslow's hypothesis, that certain levels cannot be achieved until particular needs have been successfully met. Human psychological needs appear to be important considerations in the field of language learning.

5.4 Interpretations of the study

Overall Gardner's (1985) social-psychological approach to attitude and motivation in achieving certain goals seems to have withstood the test of time, although his original framework is limited in its scope. However, it should be remembered that Gardner's studies began at a time when there was not a plethora of previous research to analyze and compare with current findings of that time, as there are today. The findings of this study may relate to Gardner's theories in many ways, just as they could relate to Mower's (1950, cited in Larsen-Freeman & Long 1991) proposals of the importance of gaining identity in younger learners.

The findings of this study also lend support to Dörnyei's (1990; 1994; 2001) view that the context of the learning environment will be affected by the learners' attitudes towards the target language community. But just as in Gardner's proposals, the focus seems to be not on the learners as a group, and the sub-culture that may be within that group, but on the target language group. Many researchers seem intent on focusing outwards from the learner, whereas there may be many vital clues to learners' motivation that can be found by focusing inwards. This is where Schumann's (1986) model is also extremely limited in this type of capacity. Keller's (1983) determinants of motivation, particularly in the areas of relevance and interest, may be more relevant than to motivation overall (as opposed to mainly intrinsic motivation).

The analysis of the results do lend weight to the notion that social and psychological factors, particularly the way in which a learner perceives himself

or herself within a learning environment, may affect learning outcomes (Schumann 1978; Brown 1987; Larsen-Freeman & Long 1991; Ellis 1994). The findings could also highlight the concept of positive reinforcement in language learning, and the three composite measures consisting of attitudes, integrativeness, and motivation, identified by Lalonde & Gardner (1984) in their Canadian studies of attitude relationships. Some researchers may argue that study findings may be limited due to a certain cultural perspective. Much of Gardner's research has taken place in Canada, and may not necessarily be relevant to other situations and learners in other parts of the world.

Dickinson (1987) and Harris (1997) support the view that learners can become demotivated if there appears to be no progress, or that the learning experience seems to hold little purpose. This may be the case in many situations, but as the findings from this study infer, it depends on the learners' expectations in the first place. A learner's expectations may have been shaped from previous learning experiences. A learner may have low expectations and seemingly low motivation to the foreign educator, but the level of these factors may seem completely normal to the individual learner.

Wherever research has taken place, whether locally or internationally, or both, it does seem that Clement & Kruidenier's (1985) claim that self-confidence is a vital factor in motivation, is based on solid foundations. It could be interpreted from the findings that learners with low self-confidence do not perform as well as those with a higher confidence level. The results indicate that many of the learners' are hindered in their proficiency and progress of the target language by negative self-perception and low self-esteem. Confidence levels of actually using and practicing the target language both inside and outside the classroom are low, and this seems to affect not only learner expectancy, but also to promote negative attitudes.

5.4.1 Objectives achieved?

The objectives of the study were achieved to a certain extent. There is particular evidence in the questionnaire findings, which indicates that certain social factors, such as the need and desire for acceptance into the learning group, play an important role in the classroom. Motivational orientations seem to be affected by the current needs and desires of the learners, most of which concern the need for making social contacts. There are strong indications that some mature learners do attempt to learn a foreign language for no obvious instrumental or integrative reason, with regards to the target language population. English is viewed as interesting, but not generally useful according to the questionnaire. A low self-esteem seems to affect confidence and perhaps this is one of the reasons as to why learners prefer to work with friends in larger groups. The desire for feelings of security, are clearly shown, particularly in the interview findings.

5.5 Implications and further research

Learner variables and the multi-factor dimensions of the way attitude affects motivation or vice-versa, in certain instances of learning, even if these instances are ongoing ones in certain situations, present complex pedagogical implications. Educators can identify learners' motivational orientations even when there appears to be little evidence of them. These in turn are affected by the learners' general attitude towards learning a foreign language. However, as indicated in this study, a positive attitude does not necessarily mean high motivation. A learner can have as positive attitude to learning, but if the reasons for learning are not obvious or clear to the learner, actual motivation may be low.

The resultative aspect of motivation, as opposed to intrinsic, instrumental, or integrative, seems to be a major consideration. Given that expectancy components and goal orientations are interrelated, educators can create a

learning atmosphere that promotes positive feelings towards the target language and its context. By de-emphasizing language proficiency and social comparison in the classroom, and by promoting a more autonomous attitude towards the target language, educators can instill and foster greater confidence and self-esteem in the learners' own ability.

Holec (1981:3) defines autonomy as 'the ability to take charge of one's learning', and proposes that in adult education, autonomy arises from '... the need to develop the individual's freedom by developing those abilities which will enable him to act more responsibly in running the affairs of the society in which he lives' (Holec 1981:1). This suggests that the educator's responsibility is to promote a more autonomous atmosphere in the classroom, and to help the learner become more responsible for his or her own learning experiences. Future researchers should consider and explore if learners' with low motivation can be motivated, which methods are effective, and the role that autonomy plays in that process. It may also be important to discover to what affect does the learning context have on the above consideration, and to discover how the learners view the educator's role in motivating them.

In this age group and in this particular learning situation, where learners' attitude and motivation concerns seem to be rather difficult to identify, or to place in certain accepted categories. It would be beneficial to educators in similar circumstances, to compare and analyze findings from diverse age groups and learning situations, to ascertain whether attitudinal or motivational trends have certain characteristics dependent on the culture of the monolingual learning group.

Based in the field of psychology, Maslow's (cited in Vincent 1984:38) framework, which was briefly discussed in Chapter 2 (2.2), infers that it is the

personal and social needs that motivate learners to attend language classes, and ultimately through intellectual desires, reach the goal of knowledge and understanding. The social and personal needs relate to security, self-esteem, as well as love and belonging. Findings suggest that these are very important considerations, and perhaps we should analyze attitude and motivation issues from this perspective.

It appears that age and gender are important considerations. It has been suggested that females may have a more positive attitude towards learning, but is this really the case? More research needs to be conducted which focuses on both age and gender in different learning contexts. Most research seems to have been concerned with neatly classifying different types of motivation, whereas detailed studies of learner variables, under different learning conditions, may provide useful insights, and prove to be extremely beneficial to both researchers, and educators.

Cultural values and the relationship with language learning (particularly in Asia) have been firmly rooted in place for many decades, if not centuries. Although educators seem to have a relatively clear understanding of educational and perhaps, career-related goals in learner motivation, understanding of social needs and desires appears to be very limited. This supports Spolsky's (1989) suggestion that social motivation is a separate entity to other forms of motivation (see Chapter 2: 2.2.1).

Social and cultural factors in language learning have largely taken a backseat to those factors that are more academic in nature, and perhaps, easier to identify. Social and cultural factors need to be examined and analyzed in greater depth. Researchers and psychologists may find this harder to achieve in situations where cultural beliefs and traditions are strong among the learners in relation to how learning should take place.

5.6 Summary

It appears that attitude will affect motivation in some instances, but only to a certain extent. Although not an objective research aim of this current study, I assumed that a positive attitude would foster high motivation, and a negative attitude poor motivation. This appears not to be the case, at least in this limited situation. Some learners do seem to have aims in language learning that are difficult to identify, and this could be construed as a lack of personal learning aims and goals. Although the reasons may not be easily identifiable, the reasons may seem perfectly clear to the learner, and be very personal in nature. Indeed, in a limited study of this type, there may be some learning issues that may have been overlooked, or have failed to be identified. Indeed, what may seem to be minor learning factors (i.e. other less obvious reasons for learning) could easily be ignored, or appear to have little significance in both smaller and larger studies. A point not mentioned thus far, but worth considering is the frequency of learning in future research. It is very common in Korea for learners to attend daily lessons, and courses are often 'ongoing' and continue for many months, or even years. Does this affect attitude and thus, motivation? Is learning over long periods of time on a daily basis, less effective than perhaps studying on alternate days (in a general conversation class)? Are there other less easily articulated reasons that affect language learning not covered in this study? While many researchers seem intent on fixing labels, and categorizing learners' aims and goals into certain frameworks, the social and psychological needs may be ever changing and unpredictable. Perhaps it's time to take a closer look at the human needs and desires of the language learner within certain language learning settings, and compare them with other learners and learning situations.

Chapter 6: CONCLUSION

The study is brought to a close in this, the final chapter. I will examine what the investigation has revealed, the implications for professional practice, and the relevance of the study in relation to literature on theories on attitude and motivation, particularly from socio-psychological orientations.

6.1 Summarized findings

Findings from the study have important and relevant implications in the theory, and to a certain extent, the classroom practices in regard to motivational aspects of language teaching. The results are supportive of the notion that social and cultural values are important considerations in learner variables, and that socio-psychological orientations will affect both attitude and motivation. This study has examined a particular group of mature learners with no clearly stated, or obvious learning goals in language learning. The results indicate that although it may seem that some learners attend language courses for no easily identifiable reasons, if we look beneath the surface of accepted categorizations and theories of motivation, important and potent reasons for learning are identifiable. These considerations are summarized below:

- Particularly in a monolingual setting, social factors within the learning group affect how learners perceive not only themselves, but also the target language and its context.
- Perceived self-confidence and the sub-culture that may exist within a learning group are important pedagogical considerations.
- The importance of security in belonging to a group, and the friendship factor are vital to many learners' positive psychological and linguistic desires.

- All learners do appear to harbor reasons for learning a language, although those reasons may not be easily identified or pedagogical in nature.
- Cultural perspectives and cultural identity are important factors in considering attitude and motivation aspects of language teaching.
- Social relations and integrative factors within the learning group are important elements for many learners, and may affect learning outcomes.
- A positive attitude to learning does not necessarily foster positive motivation.

6.2 Expansion

Many notions and hypotheses on learner motivation in the last century (e.g., Gardner & Lambert 1959, 1972; Schumann 1978) have come to the forefront of language research. Although generally wide ranging in scope, and fairly comprehensive in terms of research, they do not appear to encompass all of the affective learner and situational variables that may be present. This study is more supportive of those researchers (e.g., Au 1988; Crookes & Schmidt 1991; Dörnyei 1994) who argue that there are many vital elements that make learner motivation multifaceted, which are largely overlooked by previous theories and studies.

The post-questionnaire interviews were particularly enlightening and supported the earlier questionnaire findings. The importance of friendship and making social connections within the learning environment were clearly identifiable. Group identity and social/cultural identity appear to be strong in Korean learners, and the desire to learn about foreign cultures and the target language, is in evidence. However, the desire to use, and interest in actually using the target language in both a local and foreign setting was notable in its absence.

Future investigations into the socio-psychological aspects of variables in learner attitude and motivation should consider the relevance of cultural and social factors, as well as human needs factor (Maslow 1950, cited in Vincent 1984). How those elements interact and are influenced by each other within the learning environment should be a research consideration for future studies into this area of language learning. Further studies should also examine the roles of attitude and motivation under different learning circumstances. Learners with obvious learning goals or preset learning desires should be compared to learners who appear to hold less easily identifiable aims, particularly in the popular learning context of English as general conversation. With more and deeper research into this area, the influence of cultural and social values in learning may be viewed very differently from the foreign educator's perceived view of the learning context and its inhabitants, than that of the learner's own personal conceptions.

6.2.1 Similarities and attraction

Koreans appear to view their cultural and social values as completely different to other foreign contexts. Many local foreign educators have even suggested that ethnocentric views are commonplace among the Korean society. The notion has been put forward that, the more similar attitudes and beliefs are between the learning group and the target group, the stronger the attraction (Byrne 1971). This may also function in the opposite direction. Relational demographic theories examine the importance of similarity by focusing on how people use and view demographic variables such as education level or socioeconomic status. The similarity-attraction paradigm involves social identity (Tajfel & Turner 1986) and self-categorization (Turner 1987). This hypothesis proposes that our self-concepts are in part, formed by the groups to which we think we belong and identify with.

6.3 Limitations and reflections

Overall I was pleased with the study and its outcomes, particularly as a first-time researcher. However, on reflection I think the study would have had much more validity and reliability if several groups, as opposed to just one, had been involved in the whole process of the study. Unfortunately, teaching circumstances dictated the number of groups that were involved, and the data-collection methods employed. I had originally intended to interview all participants, to further explore, and consolidate questionnaire findings. However, this was not possible as the learners had certain time restraints and there was only one interviewer involved. I have learnt from this that ample time and meticulous planning is needed, as well as being aware of, and respecting the learners' wishes.

This study has many weaknesses. The participants were few in number and there was only one researcher. Findings and results hold little value in terms of reliability as this was one particular instance, and subsequent research will most likely encounter different results from similar situations. With such a limited study of this scale, the interpretations are themselves limited and are certainly not applicable to all Korean learners in a similar situation. In fact, much more research and comparisons of findings from different learning situations would be needed before any conclusions or recommendations could be confidently suggested. Indeed, this study only focused on attitude and motivational factors of one particular group of learners in a limited setting.

In further research of this or any type, I would employ a variety of data-collection methods so that further cross checking and triangulation would be possible. Even though I was fairly confident of the outcomes of the research, nothing should be wholly assumed or taken for granted. This is wherein the danger lies, and any type of researcher bias could result in inaccurate findings or poor research. Thus in studies of this type where there are severe limitations on its generalisability, it would be desirable to have more than one

researcher and a wider scope within the actual research. However, it is certainly true in my opinion that the best method of actually learning how to do research, is by actually doing it. With more research experience, and with other types of learner and context studies, I feel that I will be able to contribute meaningful and worthwhile data in the future.

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Appendix I

Attitude & Motivation Questionnaire

This questionnaire is private and confidential. The information gathered from individual questionnaires, will be analyzed for research purposes only. There are no right or wrong answers. I am simply interested in your opinions.

Part A:

Please circle the answer that applies to you.

I am ... male female

What is your age? 20 or younger 21 – 25

26 – 30 31 – 35

36 – 40 41 – 45

46 – 50 51 or older

Part B:

Please read each statement and circle the number that applies to you:

1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, 5 = strongly disagree

1	Learning English is very interesting.	1	2	3	4	5
2	It is my own free choice to learn English.	1	2	3	4	5

3	I learn English because I have a lot of free time.	1	2	3	4	5
4	I prefer to learn English with students of my own age.	1	2	3	4	5
5	I prefer to learn English with students of the same sex.	1	2	3	4	5
6	My social life with my classmates is very important.	1	2	3	4	5
7	It is important that my friends attend class with me.	1	2	3	4	5
8	Learning English is just a hobby for me.	1	2	3	4	5
9	I learn English so I can be with my friends.	1	2	3	4	5
10	I will join the next English course if my friends do.	1	2	3	4	5
11	English is very difficult to learn.	1	2	3	4	5
12	I can improve my English.	1	2	3	4	5
13	I want to be fluent in English.	1	2	3	4	5
14	My English is poor compared to my classmates.	1	2	3	4	5
15	It is my own fault if I do not learn English well.	1	2	3	4	5
16	Mistakes help students learn English.	1	2	3	4	5
17	I am shy to use my English outside of the classroom.	1	2	3	4	5
18	I only enjoy learning English with other Koreans.	1	2	3	4	5
19	I feel more comfortable learning in small groups.	1	2	3	4	5
20	I feel uncomfortable when I use English in class.	1	2	3	4	5
21	I want to improve my English so I can study abroad.	1	2	3	4	5

22	I want to improve my English to get a good job.	1	2	3	4	5
23	I want to show other people I am good at English.	1	2	3	4	5
24	I am interested in English speaking countries.	1	2	3	4	5
25	I want to live in an English speaking country.	1	2	3	4	5
26	I want to work in an English speaking country.	1	2	3	4	5
27	I can learn more about the world through learning English.	1	2	3	4	5
28	I am interested in English speaking cultures.	1	2	3	4	5
29	I want to make foreign friends through using English.	1	2	3	4	5
30	English is very useful to me.	1	2	3	4	5
31	I always enjoy learning English.	1	2	3	4	5
32	I try to improve my English outside of class time.	1	2	3	4	5
33	I like to discuss some things in English but not in Korean.	1	2	3	4	5
34	I like to discuss some things in Korean but not in English.	1	2	3	4	5
35	I feel freer to express myself in English than I do in Korean.	1	2	3	4	5
36	I enjoy problem-solving activities.	1	2	3	4	5
37	I enjoy discussions in English class.	1	2	3	4	5
38	It is important to use a course book in class.	1	2	3	4	5
39	I prefer to work as a team.	1	2	3	4	5
40	I try to use English as much as possible in class time.	1	2	3	4	5

Thank you for your time and cooperation. It is greatly appreciated.

Appendix II

Complete Questionnaire Results (Part B).

(1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, 5 strongly disagree)

Learner indications by amount of responses per item (20 participants)

Item		1	2	3	4	5
1	Learning English is very interesting.	3	1 4	2	1	0
2	It is my own free choice to learn English.	0	1 2	1	7	0
3	I learn English because I have a lot of free time.	7	3	5	3	2
4	I prefer to learn English with students of my own age.	0	2	1 8	0	0
5	I prefer to learn English with students of the same sex.	0	3	1 5	2	0
6	My social life with my classmates is very important.	1 0	4	1	3	2
7	It is important that my friends attend class with me.	6	6	3	4	1
8	Learning English is just a hobby for me.	3	7	6	3	1
9	I learn English so I can be with my friends.	4	5	6	4	1
10	I will join the next English course if my friends do.	5	4	4	5	2
11	English is very difficult to learn.	6	8	6	0	0
12	I can improve my English.	4	7	6	3	0
13	I want to be fluent in English.	1 0	7	3	0	0
14	My English is poor compared to my classmates.	2	1 3	4	1	0
15	It is my own fault if I do not learn English well.	0	2	9	6	3
16	Mistakes help students learn English.	0	1	3	9	7
17	I am shy to use my English outside of the classroom.	3	1 3	2	2	0
18	I only enjoy learning English with other Koreans.	6	7	5	1	1
19	I feel more comfortable learning in small groups.	2	3	4	6	5
20	I feel uncomfortable when I use English in class.	3	1 1	4	2	0
21	I want to improve my English so I can study abroad.	1	1	7	9	2
22	I want to improve my English to get a good job.	3	5	7	3	2
23	I want to show other people I am good at	2	6	4	7	1

	English.					
24	I am interested in English speaking countries.	0	2	2	6	1 0
25	I want to live in an English speaking country.	0	4	0	4	1 2
26	I want to work in an English speaking country.	0	1	3	2	1 4
27	I can learn more about the world through learning English.	2	6	4	5	3
28	I am interested in English speaking cultures.	3	9	2	4	2
29	I want to make foreign friends through using English.	5	6	8	1	0
30	English is very useful to me.	1	4	9	5	1
31	I always enjoy learning English.	5	8	1	6	0
32	I try to improve my English outside of class time.	3	3	4	7	3
33	I like to discuss some things in English but not in Korean.	4	7	5	3	1
34	I like to discuss some things in Korean but not in English.	1	3	6	6	4
35	I feel freer to express myself in English than I do in Korean.	5	8	4	3	0
36	I enjoy problem-solving activities.	5	7	6	1	1
37	I enjoy discussions in English class.	4	9	5	2	0
38	It is important to use a course book in class.	2	1 4	3	1	0
39	I prefer to work as a team.	3	1 3	4	0	0
40	I try to use English as much as possible in class time.	3	4	7	5	1

Appendix III

Interview Response Form

Gender:	male	female		
Age range:	21-25	26-30	31-35	36-40
Q1: <i>Why did you decide to enroll on this English course?</i>				
hobby meet new people improve English				
career/education purposes to be with friends forced				
enjoyed past learning experiences other...				
Notes:				
Q2: <i>Is it important to you to learn with friends? Why/Why not?</i>				
Reason(s) indicated:				
Notes:				
Q3: <i>Is there anything that you do personally, to improve your English?</i>				
Method(s):				
Notes:				
Q4: <i>Why did you choose to study English (as opposed to other courses)?</i>				
new hobby make foreign friends to be with current friends				
forced improve current level past enjoyable experiences				
useful international language for travel other...				
Notes:				